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## FORSYTH PUBLIC SCHOOL

**The Dogies**

SCHOOL DISTRICT NO. 4

AND

FORSYTH HIGH SCHOOL DISTRICT

P.O. BOX 319

FORSYTH, MONTANA 59327

DISTRICT FAX (406) 356-7455

A.D. FAX (406) 356-9219

January 7, 1997

DOCKET FILE COPY ORIGINAL

The Honorable Reed Hundt, Chairman  
Federal Communications Commission  
1919 M Street, N.W., Room 814  
Washington, D.C. 20554

RECOMMENDATION ROOM

JAN 10 1997

RECEIVED

RE: CC Docket No. 96-45

Dear Chairman Hundt:

During the 1993-1994 school year, Forsyth School District became engaged in a strategic planning process that focused on the future of education in our school/community. As Superintendent of Schools, I had the opportunity to participate in this proactive approach to the future.

The strategic planning process addressed the area of technology:

GOAL SEVEN: Integrate computer and telecommunication technologies into instruction across the curriculum, and use these technologies to address the range of learning needs and abilities within each classroom.

Two specific objectives/actions were developed to accomplish this goal (please see enclosed brochure). Hence, to furthermore make access more available and affordable, I would respectfully request the FCC adopt the recommendations of the Joint Board.

Technology is paramount to the process of education as we approach the next millennium. Making these services available to our youth will be very beneficial to our schoolchildren, and if not ensure, enhance their opportunities for a productive future. I sincerely believe that the recommendations of the Joint Board provide quality learning avenues for the 21st century.

Sincerely,

Fred T. Seybert, Ph.D.  
District Superintendent

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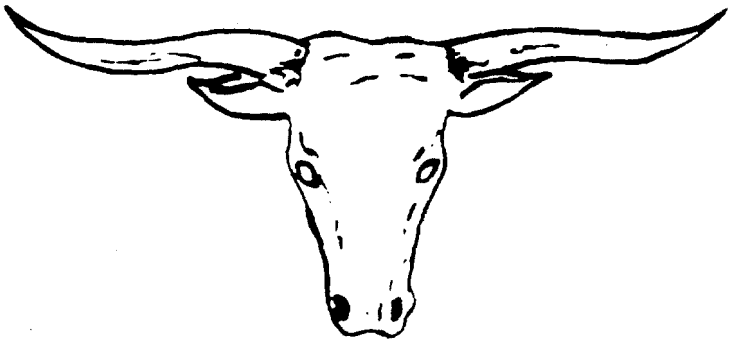
**ACTION PLANS**

**STRATEGIC POLICIES AND OBJECTIVES**

**BELIEFS AND MISSION**

**INTRODUCTION**

**VISION  
2000**



***Forsyth Public Schools***

**STRATEGIC  
PLAN**

**1994-2000**

## FORSYTH PUBLIC SCHOOLS 1993-1994

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Teachers  
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Ed Peterson  
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Bob Martelle

Students  
Amanda Durham  
Kirsten Coate

Facilitators  
Dr. Peter Carparelli  
Mary Carparelli

Forsyth Public Schools  
Box 319 • 425 North 10th Avenue  
Forsyth, Montana 59327  
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## INTRODUCTION

In the spring of 1993, the Board of Trustees of the Forsyth Elementary and High School Districts recognized that although its schools had historically performed well, significant changes and challenges were evident in the community and beyond that would certainly impact the districts' ability to maintain or improve upon that performance. It was time to engage in a planning process that would allow the district and its community to create its own future, rather than to merely react to factors beyond its control.

The Board sought the opinions of teachers, administrators, and parents regarding their readiness and willingness to undertake a **strategic planning** process during the next school year. The results of interviews indicated support and readiness for such a task. During the summer of 1993, the Board began a planning process designed to provide direction for the future of its schools. For its purposes, the Board accepted the definition that described strategic planning as:

*"planning which addresses the major functions and structures which are vital to the success of the mission of the school district."*

The characteristic which differentiates strategic planning from traditional long-range planning is that it is driven by a vision of the future of the school district. In addition, it addresses those factors most likely to affect the district's ability to carry out its mission and to attain that vision. In a school district, those factors are finances, curriculum, facilities, policies, staffing, transportation, and the profile of the student body.

The Board of Trustees wanted to develop a strategic plan of **action**, not just a document that would get lost in a file. It wanted a **living document** that would be used to chart the future of the schools.

So, in the fall of 1993, the Board approved the selection of twenty-five people who would be good representatives of the Forsyth schools community. The strategic planning group included faculty, trustees, administration, parents, students, business people, and senior citizens. This planning group worked on weekends, and reached out into the community for input and response during the intervening weeks to come up with a direction for the schools which would truly be representative of the needs and desires of the community and of the children which it educates.

What follows is the culmination of the work of the planning group. It presents important directional statements that are the foundation of the strategic plan. Broad strategic goals and actions are presented. How these actions are brought to life will be determined by the decisions of the Board of Trustees and its administration throughout the coming school years.

# ACTION PLANS STRATEGIC POLICIES AND OBJECTIVES BELIEFS AND MISSION INTRODUCTION

### MISSION STATEMENT

**"Provide, Prepare, Produce"**

#### THE MISSION OF THE FORSYTH PUBLIC SCHOOLS IS TO:

**Provide** meaningful learning opportunities in an environment rich in human, financial, and physical support, to

**Prepare** students to be successful when they take their place in post-secondary education, in the job market, and in the community, and to

**Produce** lifelong learners with such intellectual abilities that they will be able to continue to learn and to adapt in a changing world.

#### VISION

The Forsyth Public Schools provide an environment that is positive, friendly, warm, safe and secure for students, parents, staff and community members. Sharing and caring are evident. People are treated with respect and tolerance for their individual differences and needs.

Students are active, not passive, learners. They are fully engaged in their learning, often producing and creating. They are allowed and encouraged to exercise positive curiosity and creativity. Students attain a firm foundation in the basic curricula, and can extend and apply that foundation in all of their learning. They learn how to learn.

As students are prepared to learn and grow for a place in the adult world, their childhood is also respected. They are allowed to be children and youth even as they develop greater responsibility and self-discipline. Students are encouraged to learn and to grow emotionally, socially, physically, as well as intellectually, as they have access to a well-balanced learning environment that includes aesthetic, athletic, and social activities in addition to academic pursuits.

The staff performs as a team, even as each member demonstrates a sense of individual stake and contribution. Staff turnover is low, demonstrating stability and loyalty to the school and community. Staff are well-prepared for their duties, and are utilized where they can perform best. They are empowered to exercise their judgement, talents, and knowledge for the benefit of the students. Members of the staff are excellent role models, especially for the students. The staff is clearly valued, appreciated, and respected by the students, parents, and community.

The community honors its responsibility to provide a high quality education for its children and youth. It provides the resources necessary for the provision and maintenance of safe and adequate facilities. It supports the instructional needs of the schools, including appropriate technologies, learning materials, and equipment. At the same time, the community is invited to be actively involved in the mission of the schools. Community input and direct participation are solicited and accepted. In turn, the schools and their resources are made available to citizens as a means to enhance the overall quality of life in our community.

### WHAT WE VALUE

- Positive community support for our schools
- A total community "process" involving parents, churches, schools, businesses, etc. in the effort to help students excel
- Community support networks
- Communication about the schools throughout the community
- Equal opportunity for all
- A fair and balanced allocation of resources
- A safe place, free from fear
- Caring and empathy
- Diversity of opinions and beliefs
- Standards of excellence
- A challenge to excel

- An integrated curriculum
- Wisdom -- as opposed to just knowledge of a body of facts
- Success through honest work
- The integrity of the individual
- Respect of self and others
- Honesty
- Trust
- Self-discipline

### WHAT WE BELIEVE

#### *about the Learning Environment and Climate ...*

- The environment must be physically, emotionally, and socially safe.
- Children learn best in an orderly environment.
- An orderly environment is not controlled by fear, but is based on mutual respect for others and their property; it is a product of positive expectations, and is positively motivated and rewarded.
- Discipline must be consistent and impartial.
- Effective learning is enhanced by high but reachable expectations that all children and adults can learn.

#### *about the Teaching / Learning Activity ...*

- Students should be actively involved in their learning.
- Hands-on learning is important and effective.
- Learning can be fun.
- Education must involve real interaction between the teacher and the student as well as between and among students.

#### *about Relationships ...*

- Partnerships between school and community are essential.
- A team effort and enthusiasm must exist between the teacher and student, teacher and home, home and student.
- Full cooperation between and amongst staff, administration, and Board must be evident.
- Positive motivation results from positive relationships, and must be communicated from the Board to administration, to the staff, and on to the students.

#### *about Curriculum ...*

- Reading is the key!
- A flexible curriculum should honor individual strengths and interests.
- Curriculum should provide options which challenge the interests and abilities of individual students.
- Effective curriculum should integrate traditional academics with vocational education and new technologies, in order to provide a "real life" approach to learning.

#### *about Relevance and Usefulness ...*

- Teach materials related to the real world.
- Teach with an awareness of real life application.
- Students learn best when a goal or purpose for the learning is made clear.
- The need for learning never stops.

#### *about Teachers' Characteristics*

- It is important for teachers to value and respect each child's individuality.
- Much important teaching is by example.

#### *about Learners' Readiness*

- Children learn best when they have proper rest, nutrition, and physical and emotional security.
- Students must bring self-motivation and motivation from family, and not depend upon teachers to constantly "push" them.

## EXPECTATIONS FOR ACHIEVEMENT

*Graduates of the Forsyth Public Schools are expected to achieve the following knowledge, skills, and abilities:*

### ACADEMIC CORE

**the math skills and concepts** required for everyday application and as prerequisite for studies in higher mathematics. These are the skills and concepts contained in Algebra and Geometry courses. College-bound students should master the mathematics needed to enter pre-calculus classes at the post-secondary level.

**the language skills** needed to organize thoughts and information and to express them in written and spoken composition.

**reading skills and comprehension** required for everyday application and continued study.

the ability to use reading skills to **obtain and understand new information** as well as **recreational or leisure time activity**.

knowledge of the major concepts and important facts of the **biological and physical sciences**. All students should have the equivalent of two years of science, while college-bound students should have four years of science.

ability to **engage in the fundamental activities** of the scientific method and basic laboratory activities.

knowledge and understanding of the **American political system**.

knowledge and understanding of the major events, achievements, and movements of the **history of the United States**.

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## STRATEGIC GOALS

**GOAL ONE: Assure an emotionally and physically safe, disciplined, healthy and caring learning environment in each school and classroom.**

### OBJECTIVES / ACTIONS

1. Formally recognize and celebrate academic achievements of students.

**GOAL TWO: Implement an instructional program that reflects high standards, high achievement, and a high degree of responsiveness to the learning needs of the entire student body.**

### OBJECTIVES / ACTIONS

1. Organize and deliver the curriculum as an integrated course of study which helps students to (1) see the relationships between the subjects they study, and (2) apply to one subject the knowledge, skills and abilities they have learned in another subject.
2. Integrate vocational and real life applications across the curriculum.
3. Implement a significant writing program K-12.
4. Develop an academic enrichment program for students in grades K-8.
5. Develop challenging course options for the most talented and eager students in grades 9-12.
6. Demonstrate improvement in language, spelling, writing and reading skills each year for the next five years.
7. Demonstrate improvement in math concepts and computation each year for the next five years.

**GOAL THREE: Assure positive relationships and support within the schools and offices of the district and between the district and the community.**

### OBJECTIVES / ACTIONS

1. Implement a formal system of timely and adequate communication amongst the staff, and between the staff and the Board and Superintendent.
2. Implement a formal system for involving the staff in regular planning and decision-making related to the instructional program.
3. Implement a formal system of timely, adequate, two-way communication between the schools and the parents and community. This should include communication about policy and program decisions before and after they are made.
4. Establish formal linkages between the schools and community to enhance and support teaching and learning. This should include bringing community resource people into the schools as well as bringing students into the community for learning activities. The talents of the district's professional staff should also be a resource to the community.

**GOAL FOUR: Assure the long-term excellence and stability (low turnover) of the certified and classified staff.**

**OBJECTIVES / ACTIONS**

1. Implement a structured professional staff development program.
2. Implement formal systems of evaluation, motivation, recognition, and reward for the entire staff.
3. Assure a competitive compensation package of salaries and benefits for the entire staff.
4. Maintain a low student / teacher ratio K-12.

**GOAL FIVE: Assure adequate and stable financing of school programs, staff, and operations over the next five years.**

**OBJECTIVES / ACTIONS**

1. Use strategic planning to guide funding priorities.
2. Actively evaluate alternatives for the organization and governance of the district (consolidation, unification) in order to provide the maximum revenue base for the district.

**GOAL SIX: Assure adequate facilities which support overall excellence K-12.**

**OBJECTIVES / ACTIONS**

1. Implement a five year facilities maintenance and improvement program with predictable and adequate funding.
2. Remodel the Chemistry and Biology Labs at the high school.
3. Provide the infrastructure necessary to support the instructional technologies planned for the class rooms (See Goal #7, Objective #1)

**GOAL SEVEN: Integrate computer and tele-communication technologies into the instruction across the curriculum, and use these technologies to address the range of learning needs and abilities within each classroom.**

**OBJECTIVES / ACTIONS**

1. Install the necessary infrastructure (TV cable and / or satellite downlink, telephone / data and video cabling, AC power) to permit use of instructional technologies by 1998.
2. Develop a five year plan for the implementation of computer and telecommunications systems in the classrooms.

## **FORSYTH PUBLIC SCHOOLS ACTION COMMITTEES' PLANS**

The Board of Trustees will be requested to prioritize objectives for each school year during the summer preceding the beginning of school. Action Committees will work on three to five objectives per year. The staff and community will be invited to participate in appropriate committee work.

Action Committees will be charged with developing a viable procedure or method for implementing objectives as determined by the Strategic Planning Committee. Necessary reporting procedures, as determined by the Superintendent, will be presented to the Trustees at each regular scheduled Board meeting. Board meetings are scheduled for the first Tuesday after the fifth of each month.

Each district building will be provided an Action Committee Report, updated after each committee meeting. The purpose of this report is to ensure all stakeholders are updated on committee workings and that objectives are reached in a timely manner. Forsyth School District welcomes input and participation from staff and community as we strive to make our school organization one of the very finest in the state of Montana.

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